MBI Next Step Decision-Making Checklist

School _____ **Place** _____

Date _____

Answer the following questions by placing an "X" in the box if your school meets the criteria listed. You will need to review your school's office discipline data and SET scoring form while completing this checklist. Other data sources also may be needed to verify answers to some questions (e.g., staff surveys, comments).

School-Wide MBI	
1. Your school has a score of 80 or above on SET.	
2. Your school's discipline data demonstrates a consistent and stable decrease in office discipline referrals across years.	
3. Faculty and staff report satisfaction with your school's MBI plan as reported in staff satisfaction surveys, comments, etc.	
Total number of "X's"	
If you do not have a score of 3 on the above items, please stop. The next step for your school is to focus on strengthening your school-wide MBI program. Suggestions for obtaining the above goals are provided below on page 2.	

If your school meets the above criteria for an effective school-wide MBI plan, continue on with the checklist to identify what next step is needed in your school based on your school's data and needs. Your school may meet criteria for more than one step. If this is the case, the school team should determine which step is the priority for their school.

If your school did *not* meet the above criteria, do *not* continue on at this time, as your next step is to strengthen your school-wide plan. Turn to page 2 of this checklist to learn why it is important that you strengthen your school-wide plan before moving on and to get suggestions on how to do this.

MBI

How to improve your school-wide plan:

1. If your school did not score a 80 or above on the SET, your school is not ready to move on to the next step of school-wide MBI. A score of 80 or above indicates that your school has made progress in implementing the components of school-wide MBI. An effective school-wide MBI plan will impact the behavior of approximately 80% of your students. A SET score of less than 80 indicates that your school-wide plan likely is not impacting the behavior of 80% of your students. Moving on to the next step of school-wide MBI before your school is ready may decrease the effectiveness of your school-wide plan and the next step you decide to implement. Consequently, your next step should be to review the areas of need on your MBI Blueprint or SET. Reviewing training notes or contacting your state coordinator or MBI consultant also may assist your school in strengthening these areas.

2. After the implementation of school-wide MBI, a decrease in office discipline referrals should occur. This decrease should be consistent and stable across years of implementation. Consistent, stable data indicates an effective school-wide plan that likely is addressing the needs of most students within your school. Inconsistent data suggests that events are occurring that are affecting the success of your school-wide plan. While data may fluctuate from month to month, overall, referrals should be decreasing from previous years. If your data are inconsistent, you need to review your school's discipline data by examining types of problem behavior, problem behavior by location, problem behavior by staff, and problem behavior by time to determine what events need to be changed in your school.

3. Your school should be collecting information from your staff using staff satisfaction surveys, comment cards, etc. to assist in making changes to your school-wide plan as needed. It is important to maintain staff satisfaction and buy-in to ensure the success of your school-wide plan. Additionally, staff may have suggestions for improving or changing your school-wide plan. If staff do not support and continue to use the school-wide plan, referrals will begin to increase. Thus, it is important to ensure that staff is satisfied with your school-wide plan before introducing a secondary level of intervention. Doing so may jeopardize the success of your school-wide plan. If your school does not conduct staff surveys or obtain feedback from staff in other formats, it is suggested they do so. Contact your state coordinator or MBI consultant if assistance is needed.

MBI Next Step Decision Checklist

Use the following questions to determine what level of training would best meet your school's needs. Answer these questions *only* if you scored a 3 on the school-wide section of this checklist. If you cannot answer a question because of insufficient data, give yourself an "X" for that item.

Classroom MBI	
1. Majority of referrals come from classrooms (e.g., 50% or more referrals come from the classroom)	
2. More than 40% of referrals come from less than 10% of classrooms	
3. Teachers request behavior management strategies as indicated by staff surveys, comment cards, etc.	
4. Not all classrooms are generating referrals (e.g., some teachers are not referring students for inappropriate behavior)	
5. Classroom observation indicates the classroom behavior support plan is inadequate or not in agreement with the school-wide plan.	
6. Some classrooms do not distribute rewards or do so inconsistently as indicated by student or staff feedback.	
Total number of "X's"	
If you scored one or more in the classroom section, classroom MBI may be useful for your school.	
Targeted Group Intervention	
1. The majority of students are receiving rewards for appropriate behavior under the school-wide plan, but a number of students continue to engage in problem behavior.	
2. 15-20% of students generate the majority of referrals in your school.	
3. Within the 15-20% of students generating the majority of referrals in your school, the majority of these referrals are for a specific type of behavior (e.g., aggression, tardy).	
4. Within the 15-20% of students generating the majority of referrals in your school, the majority of these referrals are for a specific function of behavior (e.g., escape, attention).	
5. Teachers have expressed concern for students who are "under the radar" (e.g., may not have high office referral rates, frequent classroom/minor referrals, absent frequently, family issues, poor peer relations).	
Total number of "X's"	
If you scored one or more in the targeted group section, targeted group interventions may be useful for your school.	

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Individual MBI	
1. One or more students continue to engage in problem behavior after your school has implemented school-wide, classroom, or targeted group interventions.	
2. One or more students have a large number of referrals across settings.	
3. One or more students exhibit severe or dangerous behavior.	
4. One or more students in exceptional student placements have severe or persistent behavior that may or may not generate office referrals.	
Total number of "X's"	
If you scored one or more in the individual MBI section, individual MBI may be useful for your school.	

The Next Step:

These checklists should have helped you identify the next step your school needs to take to improve behavior within your school. If your school meets criteria for more than one level of intervention, use your data to prioritize the needs of your school. It is suggested that you expand to only one level of intervention at a time so you do not sacrifice your school-wide plan or overwhelm your faculty and staff.